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May 4, 2006

## **MEMORANDUM**

**To:** Dr. Layton McCurdy, Chair, and Members, Commission on Higher Education

**From:** Dr. Vermelle Johnson, Chairman, and Committee, Academic Affairs and Licensing

### **Report on Admission Standards for First-Time Entering Freshmen** **FY 2005-06**

Act 629 of 1988, *The Cutting Edge*, requires that with respect to admission standards at the public colleges and universities:

- In consultation and coordination with the public institutions of higher learning in this state, the State Commission on Higher Education shall ensure that minimal admissions standards are maintained by the institutions.
- The commission, with the institutions, shall monitor the effect of compliance with admission prerequisites that are effective in fall, 1988 (Section 59-104-10(A)).

In April 1988, the Advisory Committee on Academic Programs adopted a procedure that requires each institution annually to report on applications, acceptances, and enrollment, and to specify the minimum approximate SAT score (combined math and verbal) that is required of most applicants for admission as freshmen.

Attached is the annual report on 2005 admission standards for first-time entering freshmen at South Carolina public senior colleges and universities. This document

summarizes the results of five different reports related to admission standards and to measures of achievement of first-time entering freshmen for the fall of 2005.

The Report is presented in five parts:

Part I: Fall 2005 Applications, Acceptances, and Actual Enrollments;

Part II: Fall 2005 Data Related to High School Course Prerequisites;

Part III: Fall 2005 SAT and ACT Scores;

Part IV: Fall 2005 Provisionally Admitted Students;

Part V: Fall 2006 Minimum Admissions Requirements

The data for Parts II-IV, and the actual enrollment data included in Part I, were electronically supplied by the institutions via the Commission on Higher Education's Management Information System (CHEMIS).

In Act 359 of 1996, the General Assembly reiterated the importance of reporting admissions standards. Section 59-103-45(3) again directs the Commission to review minimum undergraduate admission standards.

Please review this document and contact Dr. Paula Gregg (e-mail: [pgregg@che.sc.gov](mailto:pgregg@che.sc.gov)) with any corrections as soon as possible so that the report may be considered by the Committee on Academic Affairs at its meeting on April 6.

### **Recommendation**

The Committee recommends that the Commission approve the following:

With a decrease in applicable first-time freshmen meeting all the high school course prerequisites for public college admissions at several institutions, the senior institutions whose compliance rate falls below the state average of 93% should provide by June 1, 2006, to the Committee on Academic Affairs and Licensing a report on reasons for declining compliance and a plan of action to increase compliance (The Citadel, Coastal Carolina, Lander, South Carolina State, USC-Aiken, USC-Beaufort, USC-Upstate, and Winthrop), thereby enhancing student preparation for success in college.

**ANNUAL REPORT ON ADMISSION STANDARDS FOR  
FIRST-TIME ENTERING FRESHMEN, FALL 2005  
SOUTH CAROLINA PUBLIC SENIOR COLLEGES AND UNIVERSITIES**

This document reviews the results of five different reports related to admission standards and measures of achievement for first-time entering freshmen. The results are presented in five parts:

- **Part I:** Fall 2005 Applications, Acceptances, and Actual Enrollments
- **Part II:** Fall 2005 data related to high school course prerequisites;
- **Part III:** Fall 2005 SAT and ACT scores;
- **Part IV:** Fall 2005 data related to provisional students; and
- **Part V:** Fall 2006 minimum admission standards.

**Part I: Applications, Acceptances, and Actual Enrollments**

In Fall 2005, 54,546 applications were received for admission as first-time freshmen at the public senior colleges and universities. Of these, 36,906 or 70 percent met the minimum admission standards at one or more of the public senior institutions and were offered admission to the institution. Of those who were offered admission, 15,079 or 40 percent of applicants actually enrolled.

**Table 1**, on the following page, shows the number and percent of students who applied, students who were accepted, and students who actually enrolled at each public senior institution.

<b>TABLE 1</b> <b>APPLICATIONS, ACCEPTANCES, AND ACTUAL ENROLLMENTS</b> <b>S.C. PUBLIC SENIOR INSTITUTIONS, FALL 2005</b>					
	Number of Applications <sup>1</sup>	Number of Applicants Offered Admission <sup>1</sup>	Percent of Applicants Offered Admission	Number who Actually Enrolled	Percent Accepted and Enrolled
Clemson	12,463	7,154	57.4%	2,903	40.6%
USC-Columbia	13,023	8,813	67.7%	3,734	42.4%
The Citadel	1,912	1,500	78.5%	585	39.0%
Coastal Carolina	5,427	4,017	74.0%	1,498	37.3%
Coll. Of Charleston	8,219	5,438	66.2%	1,993	36.6%
Francis Marion	2,524	1,804	71.5%	803	44.5%
Lander	1,853	1,345	72.6%	577	42.9%
S.C. State	3,383	2,759	81.6%	1,013	36.7%
USC-Aiken	2,071	1,244	60.1%	610	49.0%
USC-Beaufort	464	404	87.1%	246	60.9%
USC-Upstate	2,296	1,605	69.9%	749	46.7%
Winthrop	4,303	2,985	69.4%	1,017	34.1%
Total	57,938	39,068	67.4%	15,728	40.3%

<sup>1</sup>Reported manually by the institutions.

USC Beaufort offered admission to the largest percentage of applicants, e.g., approximately 87 percent, followed by South Carolina State University at 82 percent. The Citadel, Coastal Carolina University, Lander University, and Francis Marion University offered the next largest percentage of applicants' admission with approximately 79, 74, 73, and 72 percent, respectively. USC-Upstate, Winthrop University, USC-Columbia, College of Charleston, USC-Aiken, and Clemson University offered admission to approximately 57 to 70 percent. USC-Beaufort enrolled the largest percentage (61%) of students who were offered admission. The remaining institutions had enrollment percentages that ranged from 34 to 49 percent. The most "selective" institution, based on the ratio of applicants offered admission to the number of applications, is Clemson University (57.4 percent offered admission). USC-Aiken follows with just over 60% offered admission.

**Table 2** provides a five-year overview of applications, acceptances and actual enrollments. The number of applicants has increased nearly 10,623 over the last five years, and the number enrolled has increased by approximately 2,680 students. However, the actual percent that were accepted and enrolled **has decreased** by approximately 1.8 percent.

<b>TABLE 2</b> <b>Applications, Acceptances, and Actual Enrollments</b> <b>S.C. Public Senior Institutions</b> <b>Five Year Comparison</b>					
<b>Year</b>	<b>Number of Applications</b>	<b>Number of Applicants Offered Admission</b>	<b>Percent of Applicants Offered Admission</b>	<b>Number who Actually Enrolled</b>	<b>Percent Accepted and Enrolled</b>
<b>2001</b>	47,315	30,984	65.5%	13,048	42.1%
<b>2002</b>	49,865	32,568	65.3%	13,893	42.7%
<b>2003</b>	52,149	34,740	66.6%	14,586	42.0%
<b>2004</b>	54,546	36,906	70.5%	15,079	40.9%
<b>2005</b>	57,938	39,068	67.4%	15,728	40.3%

Only 2003, 2004, & 2005 include USC-Beaufort data.

## **Part II: Extent to Which 2004 Freshmen Met the High School Course Prerequisites**

Since Fall 1988, public senior colleges and universities in South Carolina have required that applicants for freshmen admission (who graduated from high school in 1988 or subsequent years) must have completed certain high school courses before being admitted. The required courses include the following:

- 1. Four units of English:** At least two units must have strong grammar and composition components, at least one must be in English literature, and at least one must be in American literature. Completion of College Preparatory English I, II, III, and IV will meet this criterion.
- 2. Three units of Mathematics:** These include Algebra I (for which Applied Mathematics I and II may count together as a substitute if a student successfully completes Algebra II), Algebra II, and Geometry. A fourth higher-level mathematics course is strongly recommended. The fourth course should be selected from among algebra III/trigonometry, pre-calculus, calculus, statistics, or discrete mathematics.
- 3. Three units of Laboratory Science:** Two units must be taken in two different fields and selected from among biology, chemistry, or physics. The third unit may be from the same field as one of the first two units (biology, chemistry, or physics) or from any laboratory science for which biology and/or chemistry is a prerequisite. Courses in earth science, general physical science, or introductory or general environmental science for which biology and/or chemistry is not a prerequisite will not meet this requirement. It is strongly recommended that students take physical science (taught as a laboratory science) as a prerequisite to the three required units of laboratory science outlined in the section.
- 4. Two units of the same foreign language.**

5. **Three units of social science:** One unit of U.S. History is required; a half unit of Economics and a half unit in Government are strongly recommended.
6. **Four units of electives:** Four college preparatory units must be taken from at least three different fields selected from among Computer Science, English, Fine Arts, Foreign Languages, Humanities, Laboratory Science (excluding earth science, general physical science, general environmental science or other introductory science courses for which biology and/or chemistry is not a prerequisite), Mathematics above the level of Algebra II, and Social Sciences. It is suggested that one unit be in Computer Science which includes programming (i.e., not just keyboarding) and one unit in Fine Arts (appreciation of, history, or performance).
7. **One unit of physical education or ROTC.**

**NOTE:** Each institution may make exceptions in admitting 1) students who do not meet all of the prerequisites, limited to those individual cases in which the failure to meet one or more prerequisites is due to circumstances beyond the reasonable control of the student or 2) students who have taken the Tech Prep (Applied Academics) courses rather than the required college preparatory curriculum described above and who meet all other institutional admissions criteria.

As shown on **Table 3**, the proportion of all applicable first-time freshmen meeting all of the prerequisites decreased from 95.26 percent in 2004 to 92.7 percent in 2005. The percent of students meeting all of the prerequisites is still below the 1999 average of 98.15 percent. This decrease is attributable to the continued low percentages at USC-Beaufort from 97.62% in 2003 to 57.86% in 2004, with a slight increase of 68.9% in 2005 when it became a four-year institution and all students rather than merely “baccalaureate ready” students were factored into the data. Additionally, Lander University shows notably decreased compliance at 82.5% (-10.3%). Other fluctuations of concern occur at The Citadel (87.9%), Coastal Carolina (86.1%), South Carolina State (87.7%), and Winthrop (91%) at the four year institutions. One of the regional two-year campuses, USC-Union, also shows significantly decreased compliance at 66.7% (-26.2%).

TABLE 3 Percent of Applicable <sup>1</sup> First-Time Freshmen Meeting High School Course Prerequisites						
	2003 Applicable Freshmen	2003 Percent Meeting Prerequisites	2004 Applicable Freshmen	2004 Percent Meeting Prerequisites	2005 Applicable Freshmen	2005 Percent Meeting Prerequisites
<b>Research Institutions</b>						
Clemson	2,767	99.8%	3,018	99.7%	2,903	97.7%
USC-Columbia	3,429	97.5%	3,337	96.1%	3,659	96.5%
<b>Sub Total</b>	6,196	98.5%	6,355	97.8%	6,562	97.0%
<b>Comprehensive Teaching Colleges &amp; Universities</b>						
The Citadel	553	100.0%	569	100.0%	585	87.9%
Coastal Carolina	1,238	91.2%	1,304	90.0%	1,494	86.1%
College of Charleston	1,860	97.2%	1,940	97.6%	1,984	97.4%
Francis Marion	768	93.0%	746	94.6%	803	94.6%
Lander	547	90.3%	652	92.8%	577	82.5%
SC State	810	100.0%	960	100.0%	1,013	87.7%
USC-Aiken	549	83.2%	599	80.0%	594	84.0%
USC-Beaufort	42	97.6%	140	57.9%	212	68.9%
USC-Upstate	667	89.7%	636	88.5%	709	87.3%
Winthrop	1,059	92.3%	990	94.4%	999	91.0%
<b>Sub Total</b>	8,093	93.7%	8,536	93.3%	8,970	89.5%
<b>Total Sr. Institutions</b>	14,289	95.8%	14,891	95.2%	15,532	92.7%
<b>Two-Year Regional Campuses of USC</b>						
USC-Lancaster <sup>2</sup>	63	100.0%	66	93.9%	74	90.5%
USC-Salkehatchie <sup>2</sup>	12	100.0%	9	100.0%	1	100.0%
USC-Sumter <sup>2</sup>	61	100.0%	60	100.0%	58	100.0%
USC-Union <sup>2</sup>	18	100.0%	14	92.9%	15	66.7%
<b>Sub Total USC Two-Year</b>	154	100.0%	149	96.6%	148	91.9%
<b>Grand Total</b>	14,443	95.8%	15,040	95.3%	15,680	92.7%

<sup>1</sup>Not applicable to foreign students, GED students, and students who graduated prior to 1988.

<sup>2</sup>At the USC two-year campuses, the prerequisites are applicable only to those students classified by the institution as baccalaureate-ready and accepted as such.

Analysis of which course prerequisites students are not meeting indicates that laboratory science has been the predominant area for the last three years. In 2001-02 the implementation of a third science course prerequisite occurred. This increase in an additional science course appears, from the data, to be the primary reason for the percentage of students not meeting the prerequisites for the last three years. Additionally, 2005 data indicates that elective requirements are another area where course prerequisites are not being met. Of particular concern are those institutions whose compliance falls below 90%. The intent of the prerequisites is to enhance the preparation of students to do well in college. The recent report issued by the United States Department of Education, , *The Toolbox Revisited*, indicates that the academic intensity of the student's high school curriculum still counts more than anything else in precollegiate history in providing

momentum toward completing a bachelor's degree (US DOE, February 2006). As the recently released report for ACT (2003) shows, no matter what students' initial level of achievement, students who take the core set of courses are more likely to have higher ACT Composite scores than students who take less than the core set of courses. The *Trends in College Admission 2000* report indicates that four-year institutions rate the pattern of high school coursework as important to admission immediately behind high school GPA or rank and admissions test scores like ACT or SAT. South Carolina falls below national averages at least in part because the recommended required high school courses are not followed.

The lowest compliance rate is shown by USC-Beaufort (68.9%), which only became a four-year institution in Fall, 2004. USC-Beaufort will need to continue to work closely with the high schools to communicate the importance of compliance since 30% of accepted freshman lack prerequisite courses in discipline areas represented by the prerequisites. The Commission should expect to see significant improvement in its compliance rates, and USC-Beaufort should target reaching at least a 90% compliance rate with first-time entering freshman in Fall, 2008.

Given the fact that in 2001 institutions agreed to require a third lab science, a dip in the compliance rate was to be expected. By 2005, it is reasonable to expect that students would be improving their compliance with the new prerequisite, and in general that is happening throughout the system. However, an analysis of the data for the nine institutions with unacceptably low compliance (The Citadel, Coastal Carolina, Lander, South Carolina State, USC-Aiken, USC-Beaufort, USC-Upstate, and Winthrop) shows that non-compliance includes other prerequisite areas as well.

The next lowest compliance rate with the high school course prerequisites is Lander University (82.5%). A Lander University representative responded to a staff inquiry that they would look into the reason for the significant decrease and report this information as soon as it is available.

Coastal Carolina (86.1%), displays a downward trend (91.2% to 90.0% to 86.1%) over the past three years. In response to a staff inquiry, Coastal Carolina notes the out-of-state enrollment is higher and some states do not have the same course prerequisites in high school as South Carolina. This is validated by the overall lower percentages for all institutions shown in **Table 3B**.

USC-Upstate (87.3%) also shows a downward trend (89.66%; 88.52%; 87.3%); however, a USC-Upstate representative responded to a staff inquiry by identifying the procedure used to record tech-prep courses in the data base as the cause for the decline. Students with tech-prep courses on their record did not appear to fare worse in their college courses than other students, according to USC-Upstate.



The Citadel showed a decrease in the percent of freshmen meeting the prerequisites from 2003 and 2004 (100%) to 87.9% in 2005. In response to a staff inquiry, a Citadel representative stated there was an error in the reporting process in 2003 and 2004 from the Office of Institutional Research and this process was altered for the 2005 report. In that alteration, the code to indicate the indicated exceptions was not used; instead the code for “met” was used. Thus, compliance was over-stated in 2003 and 2004.

The percent of applicable first-time freshmen meeting high school course prerequisites was broken down further into “In State Only” (**Table 3A**) and “Out-of-State Only” (**Table 3B**) to determine if out-of-state students indicated a decrease in the percentage of first-time freshmen meeting the high school course prerequisites.

<b>TABLE 3A</b> <b>Percent of Applicable<sup>1</sup> First-Time Freshmen Meeting High School Course Prerequisites</b> <b>In State Only (GEO-Origin = SC)</b>						
	<b>2003 Applicable Freshmen</b>	<b>2003 Percent Meeting Prerequisites</b>	<b>2004 Applicable Freshmen</b>	<b>2004 Percent Meeting Prerequisites</b>	<b>2005 Applicable Freshmen</b>	<b>2005 Percent Meeting Prerequisites</b>
<b>Research Institutions</b>						
Clemson	1,814	99.8%	1,863	99.6%	1,888	98.1%
USC-Columbia	2,576	98.2%	2,386	97.6%	2,464	98.3%
<b>Sub Total</b>	4,390	98.9%	4,249	98.5%	4,352	98.2%
<b>Comprehensive Teaching Colleges &amp; Universities</b>						
The Citadel	246	100.0%	224	100.0%	244	96.7%
Coastal Carolina	598	93.5%	684	93.3%	726	89.4%
College of Charleston	1,086	98.6%	1,029	98.6%	1,092	98.4%
Francis Marion	729	93.1%	699	94.7%	764	95.3%
Lander	522	90.2%	618	93.5%	554	82.9%
SC State	662	100.0%	790	100.0%	809	86.8%
USC-Aiken	516	82.6%	557	81.9%	541	85.2%
USC-Beaufort	40	97.5%	125	60.0%	194	69.6%
USC-Upstate	626	90.1%	596	89.6%	669	87.6%
Winthrop	889	94.4%	879	96.8%	844	94.1%
<b>Sub Total</b>	5,914	93.9%	6,201	93.9%	6,437	90.5%
<b>Total Sr. Institutions</b>	10,304	96.1%	10,450	95.8%	10,789	93.6%
<b>Two-Year Regional Campuses of USC</b>						
USC-Lancaster <sup>2</sup>	62	100.0%	65	93.8%	73	90.4%
USC-Salkehatchie <sup>2</sup>	11	100.0%	9	100.0%	1	100.0%
USC-Sumter <sup>2</sup>	59	100.0%	60	100.0%	58	100.0%
USC-Union <sup>2</sup>	18	100.0%	14	92.9%	15	66.7%
<b>Sub Total USC Two-Year</b>	150	100.0%	148	96.6%	147	91.8%
<b>Grand Total</b>	10,454	96.1%	10,598	95.8%	10,936	93.6%

<sup>1</sup>Not applicable to foreign students, GED students, and students who graduated prior to 1988.

<sup>2</sup>At the USC two-year campuses, the prerequisites are applicable only to those students classified by the institution as baccalaureate-ready and accepted as such.

<b>TABLE 3B</b> <b>Percent of Applicable<sup>1</sup> First-Time Freshmen Meeting High School Course Prerequisites</b> <b>Out-of-State Only (GEO-Origin not = SC)</b>						
	<b>2003 Applicable Freshmen</b>	<b>2003 Percent Meeting Prerequisites</b>	<b>2004 Applicable Freshmen</b>	<b>2004 Percent Meeting Prerequisites</b>	<b>2005 Applicable Freshmen</b>	<b>2005 Percent Meeting Prerequisites</b>
<b>Research Institutions</b>						
Clemson	953	99.7%	1,155	100.0%	1,015	97.0%
USC-Columbia	853	95.4%	951	92.4%	1,195	92.9%
<b>Sub Total</b>	1,806	97.7%	2,106	96.6%	2,210	94.8%
<b>Comprehensive Teaching Colleges &amp; Universities</b>						
The Citadel	307	100.0%	345	100.0%	341	81.5%
Coastal Carolina	640	89.1%	620	86.5%	768	83.1%
College of Charleston	774	95.2%	911	96.4%	892	96.2%
Francis Marion	39	89.7%	47	93.6%	39	82.1%
Lander	25	92.0%	34	79.4%	17	70.6%
SC State	148	100.0%	170	100.0%	204	91.2%
USC-Aiken	33	93.9%	42	54.8%	53	71.7%
USC-Beaufort	2	100.0%	15	40.0%	18	61.1%
USC-Upstate	41	82.9%	40	72.5%	40	82.5%
Winthrop	170	81.2%	111	75.7%	155	74.2%
<b>Sub Total</b>	2,179	92.9%	2,335	91.7%	2,527	87.1%
<b>Total Sr. Institutions</b>	3,985	95.1%	4,441	94.0%	4,737	90.7%
<b>Two-Year Regional Campuses of USC</b>						
USC-Lancaster <sup>2</sup>	1	100.0%	1	100.0%	1	100.0%
USC-Salkehatchie <sup>2</sup>	1	100.0%	0	0.0%	0	0.0%
USC-Sumter <sup>2</sup>	2	100.0%	0	0.0%	0	0.0%
USC-Union <sup>2</sup>	0	0.0%	0	0.0%	0	0.0%
<b>Sub Total USC Two-Year</b>	4	100.0%	1	100.0%	1	100.0%
<b>Grand Total</b>	3,989	95.1%	4,442	94.0%	4,738	90.7%

<sup>1</sup>Not applicable to foreign students, GED students, and students who graduated prior to 1988.

<sup>2</sup>At the USC two-year campuses, the prerequisites are applicable only to those students classified by the institution as baccalaureate-ready and accepted as such.

A comparison between **Table 3A** and **Table 3B** indicates that the percent of first-time freshmen meeting high school course prerequisites is lower at every four-year institution except for South Carolina State University.

### **Part III: Indicators of Academic Preparation, Fall 2004**

Act 629 of 1988, *The Cutting Edge*, and Act 359 of 1996 require public senior colleges and universities in South Carolina to report annually to the Commission on the admissions standards for first-time entering freshmen students. Act 359 also requires that the Commission review admissions standards. This report includes the average scores for all first-time entering freshmen, including those admitted under the regular admission

policies of the institution and those who are admitted on a provisional basis (admitted under exceptions to the regular admission policies), foreign students, and students age 22 and above. Scores are submitted separately for each category of in-state students, out-of-state students, and in-state and out-of-state students combined. However, for this report, only the combined data are displayed. Separate data tables for in-state and out-of-state students in all categories are available upon request or can be found on our web site at [http://www.che.sc.gov/New\\_Web/Rep&Pubs/Enrollment/2005-06.htm](http://www.che.sc.gov/New_Web/Rep&Pubs/Enrollment/2005-06.htm).

Beginning in 1995, the Commission began using a more inclusive standard of comparison for indicators of academic preparation for entering students. The combined mean for college entrance examinations has been calculated based on the scores of the entire entering freshman class including foreign students, provisional students, students age 22 and above, and students taking the ACT.

The majority of students attending South Carolina institutions take the SAT rather than the ACT as a college entrance examination. However, South Carolina institutions are beginning to accept more students who have taken the ACT. Since 1994 this report has included both ACT and SAT scores, with the SAT combined mean and the ACT composite score listed separately. The combined means reported separately do not give a true picture of the academic preparation of the total freshman class at each institution.

Because the Commission believes it is important to look at the indicators of academic preparation for the first-time entering freshman class without exclusions, an ACT/SAT combined mean is now calculated for the entire entering freshman class. Scores of students who report only ACT scores have been converted to SAT equivalencies using the ACT-SAT concordance tables developed by the Educational Testing Service (ETS). The converted scores were then averaged with the SAT scores to arrive at an SAT/ACT combined mean.

When ACT scores are converted into SAT equivalents and combined into the mean, the SAT/ACT combined mean is in general slightly lower than the SAT combined mean excluding ACT scores. This is because, in general, more than one SAT combined score (verbal and math) converts into the same ACT score, whereas only one ACT composite score converts to an SAT combined score except at the lowest end of the range. Depending on where students' scores fall within a range, including ACT/SAT equivalencies in the calculation of the mean could increase or decrease the combined mean at that institution.

**Table 4** ranks institutions by institution type and SAT/ACT combined mean. The combined mean including only SAT scores and the percentage of students reporting ACT scores only is also shown on **Table 4**.

**TABLE 4**  
**SAT/ACT SCORES OF FIRST-TIME ENTERING FRESHMEN, FALL 2005**  
**(INCLUDING Foreign and Provisional Students and Students Age 22 and Above)**  
**SOUTH CAROLINA PUBLIC SENIOR COLLEGE AND UNIVERSITIES**

INSTITUTION	SAT & ACT Combined Mean <sup>1</sup> Including Foreign, Prov. & Age 22 & Above	SAT (Only) Combined Mean Including Foreign, Prov. & Age 22 & Above	% First-Time Freshmen Including Foreign, Prov. & Age 22 & Above, Reporting ACT Score
<b>Research Institutions</b>			
Clemson	1222	1225	13.8%
USC-Columbia	1161	1166	17.8%
<b>Average Research Institutions</b>	<b>1188</b>	<b>1193</b>	<b>16.1%</b>
<b>Comprehensive Teaching Colleges &amp; Universities</b>			
The Citadel	1085	1097	16.8%
Coastal Carolina	1041	1046	19.0%
College of Charleston	1164	1201	25.0%
Francis Marion University	953	947	48.9%
Lander University	961	974	27.4%
S.C. State University	822	842	38.5%
USC-Aiken	922	999	22.6%
USC-Beaufort	943	953	18.3%
USC-Upstate	999	1015	26.4%
Winthrop	1071	1080	23.8%
<b>Average Comprehensive Teaching Institutions</b>	<b>1028</b>	<b>1046</b>	<b>26.9%</b>
<b>State Average, Senior Institutions</b>	<b>1095</b>	<b>1112</b>	<b>22.3%</b>
<b>Two-Year Regional Campuses of USC</b>			
USC-Lancaster	883	940	44.2%
USC-Salkehatchie	855	908	36.9%
USC-Sumter	929	961	36.1%
USC-Union	860	879	36.1%
<b>Average Two-Year Regional Campuses of USC</b>	<b>889</b>	<b>933</b>	<b>39.2%</b>
<sup>1</sup> ACT scores converted to SAT equivalencies using the ACT/SAT Concordance Tables.			

Table 5 presents a comparison of the number of students accepted with ACT scores for 2004 and 2005. This table represents a change in this report which in prior years indicated students reporting ACT scores only. The majority of institutions have indicated that the results reported to CHEMIS are for the highest SAT or ACT scores under which the student is accepted. Eight of the four-year institutions had increases in the percentage of students reporting ACT scores (+1.4 to +5.9 percent), and four had decreases (-.6 to -4.6 percent). In general, the overall impact on senior institutions was minimal (+.7%) with the research institutions showing a slight increase (+.4 percent) as well as the comprehensive teaching institutions (+.8 percent), and the regional two-year campuses having a slight increase (+2.5 percent).

<b>Table 5</b> <b>Comparison of the Percent of Students Reporting ACT Scores</b> <b>Academic Years 2004 and 2005</b>		
INSTITUTION	% First-Time Freshmen Including Foreign, Prov. & Age 22 & Above Reporting ACT in 2004	% First-Time Freshmen Including Foreign, Prov. & Age 22 & Above Reporting ACT in 2005
<b>Research Institutions</b>		
Clemson	14.9%	13.8%
USC-Columbia	16.4%	17.8%
<b>Average Research Institutions</b>	<b>15.7%</b>	<b>16.1%</b>
<b>Comprehensive Teaching Colleges &amp; Universities</b>		
The Citadel	16.2%	16.8%
College of Charleston	23.6%	19.0%
Coastal Carolina University	23.1%	25.0%
Francis Marion University	46.5%	48.9%
Lander University	30.4%	27.4%
S.C. State University	35.6%	38.5%
USC-Aiken	23.2%	22.6%
USC-Beaufort	12.4%	18.3%
USC-Upstate	23.5%	26.4%
Winthrop University	19.0%	23.8%
<b>Average Comprehensive Teaching Institutions</b>	<b>26.1%</b>	<b>26.9%</b>
<b>State Average, Senior Institutions</b>	<b>21.6%</b>	<b>22.3%</b>
<b>Two-Year Regional Campuses of USC</b>		
USC-Lancaster	36.8%	44.2%
USC-Salkehatchie	26.7%	36.9%
USC-Sumter	42.0%	36.1%
USC-Union	38.9%	36.1%
<b>Average Two Year Regional Campuses of USC</b>	<b>36.7%</b>	<b>39.2%</b>

**Table 6** compares the SAT/ACT combined mean for each institution for 2003, 2004, and 2005. **Table 6** indicates for the research universities an increase in the average combined SAT/ACT mean for USC-Columbia (14 points) and a twenty-three point increase for Clemson between 2004 and 2005. The four-year comprehensive teaching institution sector shows mixed results. Six of the institutions had increases over 2004 scores and three had decreases. One had no change. One of the two-year campuses of USC had an increase and three had decreases from 2004 SAT/ACT combined scores.

<b>TABLE 6</b> <b>SAT/ACT Scores of First-Time Entering Freshmen</b> <b>(Including Foreign, Provisional, and Students Age 22 and Above)</b>				
<b>Institutions</b>	<b>2003 SAT/ACT Combined Mean</b>	<b>2004 SAT/ACT Combined Mean</b>	<b>2005 SAT/ACT Combined Mean</b>	<b>2004-2005 Change Combined Mean</b>
<b>Research Institutions</b>				
Clemson	1201	1199	1222	23
USC-Columbia	1142	1147	1161	14
<b>Average Research Institutions</b>	1168	1171	1188	17
<b>Comprehensive Teaching Colleges &amp; Universities</b>				
The Citadel	1100	1071	1085	14
Coastal Carolina	1038	1032	1041	9
College of Charleston	1159	1162	1164	2
Francis Marion	953	948	953	5
Lander	981	961	961	0
S.C. State	821	830	822	-8
USC-Aiken	977	977	992	15
USC-Beaufort	956	954	943	-11
USC-Upstate	991	1009	999	-10
Winthrop	1058	1051	1071	20
<b>Average Comprehensive Teaching Institutions</b>	<b>1030</b>	<b>1024</b>	<b>1028</b>	4
<b>State Average, Senior Institutions</b>	<b>1090</b>	<b>1087</b>	<b>1095</b>	8
<b>Two-Year Regional Campuses of USC</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	
USC-Lancaster	887	890	883	-7
USC-Salkehatchie	843	871	855	-16
USC-Sumter	949	945	929	-16
USC-Union	863	839	860	21
<b>Average Two-Year Regional Campuses of USC</b>	895	899	889	-10

#### **Part IV: Provisionally Admitted Students**

Two types of admission may be offered to a degree-seeking student upon admission to an institution. Applicants who meet the institution's minimum admission criteria and who are offered admission are classified as regular students. Applicants who do not meet the institution's regular admission requirements but who are offered admission using alternative criteria are classified as provisional students.

**Table 7** shows provisional freshmen as a percent of total first-time entering freshmen for Fall, 2005 for each institution and overall.

<b>TABLE 7</b> <b>Provisional Freshmen as a Percent of Total First-Time Freshmen</b> <b>Fall 2005</b>			
<b>Institutions</b>	<b>Total First-Time Freshmen</b>	<b>Provisional Freshmen</b>	<b>Percent Provisional</b>
<b>Research Institutions</b>			
Clemson	2,903	0	0.0%
USC-Columbia	3,734	119	3.2%
<b>Total Research Institutions</b>	<b>6,637</b>	<b>119</b>	<b>3.2%</b>
<b>Comprehensive Teaching Colleges &amp; Universities</b>			
The Citadel	585	0	0.0%
Coastal Carolina	1,498	146	9.7%
College of Charleston	1,993	209	10.5%
Francis Marion University	803	57	7.1%
Lander University	577	0	0.0%
S.C. State University	1,013	85	8.4%
USC-Aiken	610	7	1.1%
USC-Beaufort	246	9	3.7%
USC-Upstate	749	37	4.9%
Winthrop University	1,017	55	5.4%
<b>Total Comprehensive Teaching Institutions</b>	<b>9,091</b>	<b>605</b>	<b>6.7%</b>
<b>Total Senior Institutions</b>	<b>15,728</b>	<b>724</b>	<b>4.6%</b>
<b>Two-Year Regional Campuses of USC</b>			
USC-Lancaster	258	165	64.0%
USC-Salkehatchie	168	152	90.5%
USC-Sumter	216	142	65.7%
USC-Union	72	50	69.4%
<b>Total Two-Year Regional Campuses of USC</b>	<b>714</b>	<b>509</b>	<b>71.3%</b>
<b>Grand Total</b>	<b>16,442</b>	<b>1,233</b>	<b>7.5%</b>

Of the public senior institutions, College of Charleston enrolled the largest proportion of freshmen admitted on a provisional basis with 10.5 percent. Clemson University, USC-Columbia, The Citadel, and Lander University enrolled no provisional students in 2005.

At its meeting on August 25, 1997, the Commission approved several recommendations for the institutions to take under consideration regarding provisional students. Among these were two which relate to the data presented in **Table 7**:

- Research universities should limit provisional admissions to no more than 10 percent of the first-time entering freshman class.



- Four-year teaching universities should limit provisional admissions to no more than 15 percent of the first-time entering freshman class.

As can be seen from the data presented in **Table 7**, in 2004 the two research universities are in compliance with the recommended 10 percent cap. All of the four-year institutions are in compliance with the recommended 15 percent cap.

Trend data for provisional admissions for the last five years for the four-year comprehensive institutions are shown below:

<b>Comprehensive Teaching Colleges &amp; Universities</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>
The Citadel	8.6%	8.7%	5.6%	1.2%	0%
Coastal Carolina University	13.8%	11.9%	8.8%	9.5%	9.7%
College of Charleston	7.0%	8.9%	10.7%	11.4%	10.5%
Francis Marion University	19.0%	11.5%	9.6%	8.2%	7.1%
Lander University	10.2%	8.7%	12.8%	18.0%	0%
S.C. State University	0%	0%	0%	0%	8.4%
USC-Aiken	0.0%	.2%	.17%	0.3%	1.1%
USC-Beaufort*	58.6%	45.1%	62.8%	12.4%	3.7%
USC-Upstate	12.8%	6.3%	2.4%	4.9%	4.9%
Winthrop University	4.6%	7.9%	8.3%	5.3%	5.4%

\* USC-Beaufort scores for 2001-2002 are for two-year sector status

These data indicate that the percentage of provisional students admitted to the four-year comprehensive institutions has fluctuated at several institutions over the last five years. Coastal Carolina University was able to bring its admission of these students within the recommended levels by 2001 and has continued to reduce the percentage steadily since 1999, until 2005. Francis Marion only exceeded the 15 percent cap in 2001. Lander University exceeded the cap by 3% in 2004. USC-Beaufort has recently attained four-year status and in 2005 reduced the number of provisional students it accepts to meet the Commission's recommended levels for comprehensive institutions. The Citadel and Lander University report that there were no provisional students admitted in Fall, 2005. South Carolina State University reported 0% provisional student from 2001 – 2004, but showed an increase to 8.4% in 2005.

USC applies the same admissions standards used at its main campus to students who apply to a USC two-year campus and who are classified by the institution as baccalaureate-ready students. Because these admissions standards are applicable only to those baccalaureate-ready freshmen, more than two-thirds of the entering freshmen at the USC two-year campuses are classified as provisional students. The trend data for five years is presented below and shows a general pattern of approximately 65 percent provisionally admitted students with an increase in 2005 to over 71 percent.

USC Two-Year Campuses Annual Percentage	2001	2002	2003	2004	2005
	62.71%	59.55%	65.57%	66.58%	71.3%

### **Part V: Fall 2006 Minimum Admission Standards**

A component of Act 629 of 1988 requires the Commission to work with public institutions of higher learning in the State to ensure that minimal admission standards are maintained by the institutions. The publication and dissemination of minimal admission standards was recommended by external consultants who argued that unless students had a clear sense of what institutional expectations are, they could not rise to meet these expectations. In 1988 each institution was required to specify annually the minimum approximate SAT score (combined math and verbal) that is required of most applicants for admission as freshmen. In 1993 the Commission approved the collection of additional data to include minimum ACT scores when these were submitted in lieu of SAT scores.

It is important to note that these minimum admissions standards are approximate. Some institutions use a predictive equation to determine which students to admit. At these institutions, the minimum required scores will vary somewhat depending on the value and weight of the other elements in the admissions formula. For this reason, the minimum SAT and ACT scores reported by the institutions as required for admission are to be used as guideposts for students aspiring to admission to any given institution.

During the past few years institutions have been reporting that they no longer use class rank to set the approximate minimum SAT/ACT score but instead use the Grade Point Average (GPA) of the core high school college prep curriculum. In order to more accurately report the approximate minimum SAT/ACT score for the institutions, the Commission requested information on which method an institution used to set the minimum score and to report this information for this report. These data are separated out into two tables indicating institutions that use class rank (Table 8) and those that use core GPA (Table 9). Clemson University, Lander University, South Carolina State University, USC-Aiken, USC-Beaufort, USC-Upstate and Winthrop University report using both forms in setting their approximate minimum scores.

The approximate SAT and ACT score requirements reported by each institution using class rank for Fall 2006 are shown on Table 8.

**TABLE 8**  
**ADMISSION REQUIREMENTS**  
**APPROXIMATE<sup>1</sup> MINIMUM SAT SCORE (COMBINED) AND**  
**MINIMUM ACT SCORE REQUIREMENTS FOR**  
**FIRST-TIME ENTERING FRESHMEN**  
**2006**

High School Class Rank								
	Top 20%		Between Top 20% & Top 50%		Between Top 50% & Top 80%		Predictive Equation <sup>1</sup>	
Institution	SAT	ACT	SAT	ACT	SAT	ACT	Yes	No
Research Institutions								
Clemson University <sup>2</sup>	1150	24	1420	32			X	
USC-Columbia	N/A	N/A	N/A	N/A	N/A	N/A		
Comprehensive Teaching Colleges & Universities								
The Citadel	920	20	920	20	920	20		X
Coastal Carolina University	N/A	N/A	N/A	N/A	N/A	N/A		
College of Charleston <sup>3</sup>	1070	22	1140	25	1310	28	X	
Francis Marion University	N/A	N/A	N/A	N/A	N/A	N/A		
Lander University	900	18	1000	21	1110	24	X	
S.C. State University	830	17	830	17	830	17		X
USC-Aiken	800	17	800	17	800	17	X	
USC-Beaufort	750	15	750	15	750	15		X
USC-Upstate <sup>4</sup>	850	18	900	19	900	19	X	
Winthrop University								

1. Some institutions use predictive equations, formulas which combine elements such as high school class rank and/or high school grade point ratios and/or SAT or ACT scores, to determine which students to admit. At these institutions, the minimum required scores will vary somewhat depending on the value and weight of the other elements in the formula.
2. Clemson University **increased** the required SAT/ACT for the top 20% (1030/23 to 1150/24) and between the top 20% and top 50% (1290/30 to 1420/32) from Fall 2005 to Fall 2006.
1. College of Charleston is **decreasing** the required SAT/ACT for the top 20% (1080/24 to 1070/22) and between the top 20% and top 50% (1180/27 to 1140/25) from Fall 2005 to Fall 2006.
2. USC-Upstate **decreased** the SAT/ACT entrance requirement for the students between the top 20% and top 50% from 850/18 to 900/19 from Fall 2005 to Fall 2006.

The approximate SAT and ACT score requirements reported by each institution using core GPA for Fall 2006 are shown on **Table 9**.

<b>TABLE 9</b> <b>ADMISSION REQUIREMENTS</b> <b>APPROXIMATE MINIMUM SAT SCORE (COMBINED) AND</b> <b>MINIMUM ACT SCORE REQUIREMENTS FOR</b> <b>FIRST-TIME ENTERING FRESHMEN</b> <b>2006</b>						
<b>Institution</b>	<b>High School Core GPA and Minimum SAT/ACT score</b>				<b>Predictive Equation<sup>1</sup></b>	
	<b>Core GPA 2.0</b>	<b>Core GPA 3.0</b>	<b>Core GPA 4.0</b>		<b>Yes</b>	<b>No</b>
<b>Research Institutions</b>						
Clemson University <sup>2</sup> SAT/ACT	None	1400/32	1000/22		X	
USC-Columbia SAT/ACT	1250/28	950/20	700/15		X	
<b>Comprehensive Teaching Colleges &amp; Universities</b>						
The Citadel SAT/ACT	N/A	N/A	N/A			
Coastal Carolina University SAT/ACT		900/19	900/19			X
College of Charleston SAT/ACT	N/A	N/A	N/A			
Francis Marion University SAT/ACT	900	800	800			X
Lander University <sup>3</sup> SAT/ACT	1159/25	750/15	750/15		X	
S.C. State University SAT/ACT	830/17	830/17	830/17			X
USC Aiken SAT/ACT	900/19	800/17	800/17		X	
USC Beaufort SAT/ACT	750/15	750/15	750/15			X
USC Upstate <sup>4</sup> SAT/ACT	900/19	900/19	850/18		X	
Winthrop University <sup>5</sup> SAT/ACT	1100/24	900/19	850/17			X
<b>Two-Year Regional Campuses of USC</b>						
USC Lancaster SAT/ACT	1250/28	950/20	700/15		X	
USC Salkehatchie SAT/ACT	1250/28	950/20	700/15		X	
USC Sumter SAT/ACT	1250/28	950/20	700/15		X	
USC Union SAT/ACT	1250/28	950/20	700/15		X	

1. Some institutions use predictive equations, formulas which combine elements such as high school class rank and/or high school grade point ratios and/or SAT or ACT scores, to determine which students to admit. At these institutions, the minimum required scores will vary somewhat depending on the value and weight of the other elements in the formula.
2. Clemson University **increased** the required minimum scores (SAT/ACT) for the admission of students with a 3.0 GPA from 1270/29 to 1400/32 and with a 4.0 core GPA from 940/22 to 1000/22, respectively.
3. Lander University **increased** the required minimum scores for the admission of students with a 2.0 core GPA from 1150 to 1159 SAT and/or 25 ACT. The change reflects an effort to produce a better, more successful first-year freshman.

4. USC-Upstate **increased** the required minimum scores (SAT/ACT) for the admission of students with 3.0 core GPA from 850/18 to 900/19.
5. Winthrop University **decreased** the required minimum scores (SAT/ACT) for the admission of students with a 3.0 core GPA from 1000/22 to 900/19 and with a 4.0 core GPA from 900/19 to 850/17, respectively.

Three institutions reporting approximate minimum SAT/ACT scores in **Table 8** had changes since 2005. Clemson University increased the SAT/ACT score for students ranked in the top 20 percent from 1030 to 1150 and requires an ACT score of 24. It raised the score for those in the top 20 to top 50 percent from 1290 to 1420 and requires an ACT score of 32. College of Charleston decreased the minimum combined scores for students in the top 20% from 1080 to 1070 with an ACT score of 22. It also decreased the scores for those in the top 20 to top 50 percent from 1180 to 1140 with an ACT score of 25. UCS-Upstate raised the minimum combined scores for students between the top 50 and top 80 percent from 850/18 to 900/19. All other institutions reporting data in Table 8 kept the same minimum scores as in 2004.

This is the third year that institutions could report on using the core GPA rather than class rank in reporting minimum SAT/ACT scores. Institutions reporting SAT/ACT with core GPA in **Table 9** indicated several changes. Clemson University indicated that a minimum SAT/ACT score for students with a core GPA of 3.0 increased to 1400/32 and the scores for a student with a core GPA of 4.0 increased to 100/22. Lander University increased the SAT/ACT minimum score from 1150/25 to 1159/25 for students with a core GPA of 2.0. USC-Upstate increased the minimum SAT/ACT score for students with a core GPA of 3.0 from 850/18 to 900/19. Winthrop University reports a decrease in a minimum SAT/ACT score for students with a core GPA of 3.0 from 1000/22 to 900/19 and a decrease for those with a core GPA of 4.0 from 900/19 to 850/17.

**Table 9** indicates variability among reports of minimum SAT/ACT scores in conjunction with a core GPA, which is attributable to patterns used by institutions for assessing student qualifications. USC-Beaufort and South Carolina State University determine eligibility based upon a single minimum SAT/ACT score (750/15 and 830/17, respectively). Coastal Carolina University, Francis Marion University, Lander University, and USC-Aiken use a single minimum SAT/ACT score for students entering with a 3.0 and 4.0 core GPA. Clemson University, USC-Columbia, Winthrop University and the USC regional campuses report different minimum SAT/ACT scores required for entering students with a core GPA of 2.0, 3.0 and 4.0. Differences result from what grades each year's freshmen make their comparison of their entering scores.